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ABSTRACT

This handbook describes the origins and activities of a community parent education committee which was formed to encourage the nationwide dissemination of information and services to help parents give their children the experiences necessary for reading readiness. Activities designed to promote positive self-concepts, psychomotor skills, sensory perception, creativity, and language development are outlined. In addition, a section is devoted to suggestions for forming similar parent-education programs. (KS)

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The El Mago Handbook
or
The Care and Feeding
of a
Committee for Preschool
Parent Education

Produced by the El Mago Committee
of the Cochise Area Council
of
the International Reading Association

CS 003 226

Dedicated to Preschool Children Everywhere

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El Mago: Background And History

Reading readiness! Some children have it when they start school, and others don't. Why? What can educators do to help parents prepare their children for school?

Many of us in the Cochise Area Reading Council found ourselves considering these two questions with increasing frequency as we noted the progress of the school children with whom we came in contact. More and more often we asked, "Why doesn't somebody . . . ?"

In January 1972, many of us attended an Arizona State Reading Convention and heard a speaker from the National Reading Center tell about the Right to Read movement and its goal of increasing literacy in the United States by the end of the 1970s. He stressed that total commitment at the local level would be needed to accomplish this.

That was the spark needed to fire our enthusiasm to become the "somebodies" necessary to start the process rolling.

In April 1972, the Parent Education Committee was formed. An elf named El Mago, meaning "the magic one," was chosen as our symbol along with his motto, "Make Magic Moments Flower Into Reading Power." The Committee set as its primary purpose the countywide dissemination of information and the providing of services to help parents give their children those experiences necessary for reading readiness.

Five areas of importance in preschool development were defined and researched:

1. self-concept
2. psycho-motor
3. sensory perception
4. creativity
5. language development.

A booklet containing activities for development in these areas was printed in English and Spanish. Workshops for interested parents were held and these and other activities were demonstrated. Newspapers around the county carried weekly "Tips for Parents" which offered suggestions to help children learn through play.

Committee members found themselves participating in PTA programs at both local and state levels, appearing on television programs, taping radio spots using "Tips for Parents" and making El Mago dolls and feely balls to sell at the county fair to raise money for workshops. At the fair we handed out literature and explained our goals to those who visited our booth. Activities and projects multiplied rapidly.

In three years El Mago has grown and developed from a strictly local symbol to national recognition with his appearance in New Orleans at the 1974 International Reading Association Convention. The Parent Education Committee that nurtured him has become simply the El Mago Committee, and those who serve on it have come to regard him as a very real and special force.

We feel that programs like this are needed in cities and villages all over the world and we hope this handbook will aid you in forming a parent education committee in your area.

Spreading The Word

After the formation of the commitee we sat down and considered the things a child needs to know and be able to do to meet the challenge of school successfully. We agreed to concentrate on the areas of self-concept, psycho-motor skills, sensory peception, creativity, and language development. Each of us took an area to research and to develop activities for, and we soon had a wealth of material which could help parents to help their children.

At this point we were confronted with two problems. The first was to make people in the county aware of our existence and the materials and services we had to offer. The second was to actually work with the parents of preschool children to demonstrate the activities included in our literature.

Catching Public Attention

Tips for Parents Leaflets: Sixteen-page leaflets, organized by subject area and maturation level, were printed. These contained activities which parents could do with their children and were printed in English on one side and Spanish on the other. (Cochise County borders Mexico and has a large Spanish-speaking population.)

One example of a tip is:

> Go for a listening walk and discuss different sounds heard. Upon return make a list of them.
>
> Lleve a su nino a caminar y discuta con el los diferentes sonidos que escuchen. Al regresar a casa haga una lista de dichos sonidos.

These leaflets were given out with food stamps, through welfare agencies and La Casa. Committee members handed them out at the county fair, conventions, and PTA meetings. At El Mago workshops they were included in the packet of materials each participant took home. Local newspapers printed one tip from the leaflets each week, and local radio stations read them periodically as a public service. Since an address was included on the pamphlet we also received requests for tips through the mail.

Bumper Stickers: Bumper stickers with the slogan "Reading is Power" and a picture of El Mago were developed. These were included in the packet for workshop participants; others could obtain them for a small donation(25c). The money helped pay for the printing of the "Tips for Parents" and supplies needed for workshops.

Placemats: Three different placemats were designed, each with an imaginative drawing for a child to color and complete and a tip from the "Tips for Parents" leaflets. The placemats and colors were placed in restaurants around the county and were also included in workshop materials packets.

Restaurants were asked to donate an amount for the placemats equal to what they had been paying for plain white ones. We had hoped to at least break even on them, but such was not the case. The problem was that we had made them larger than the standard size and had used paper that was a more expensive stock. But the idea is good, and so we suggest that if anyone else is interested in printing placemats, they investigate costs carefully.

Hospital Notes: Letters of congratulations on the birth of a baby were distributed through the maternity wards of various county hospitals. These letters included the address for ordering "Tips to Parents".

Meetings and Conventions: Various members of the committee spoke and/or gave demonstrations of workshop activities to PTA groups, Lions Clubs, the Right to Read meeting at the 1974 International Reading Association Convention, the Arizona State Reading Association Convention, and the Arizona State PTA Convention.

During the workshop for parents sponsored by Title I which we did in Nogales, Arizona, slides were taken which have been made into a slide-tape presentation. This was shown at the International Reading Association Convention in New Orleans as part of our presentation as well as at the Southwestern Regional Conference of the International Reading Association held in Phoenix in 1975. It is extremely helpful in showing what we do at a workshop, and we feel it will aid us in asking civic groups for the funds necessary to hold more workshops.

Attending the County Fair: We went to the county fair with a two-fold purpose. We wanted to inform the people and pass out literature and we wanted to obtain monies to buy books to give parents who attend our workshops.

We made learning El Mago dolls which we offered for a donation and also raffled three dolls. Other things which we made and offered to the public for a donation were tactile balls, which we call "feely balls," puppets and bean bags.

At the conclusion of the 1973 fair we felt we had met both our goals. We had made many new friends, some of whom had signed to attend an upcoming workshop in Douglas, and our empty coffer had been replenished. When 1974 rolled around we felt that we could not face the months of work making dolls and balls as we had the year before. We compromised by making only three dolls and three balls to raffle instead of the quantities of the previous year. So we went to the fair and came away with more literature distributed but with less money.

A word of caution: If you plan to offer things for donation at a county fair **start making them early.** Three months ahead is not too soon to start.

Working With Parents, Workshops and Miniworkshops

Of all the activities of the El Mago Committee, participation in workshops and miniworkshops best fulfills our primary purpose - helping parents to help their children.

During workshops, parents are shown things that they can do, or make with

their children inexpensively. Parents are encouraged to read and to talk to their children.

Because of the bilingual and bicultural nature of this area, teachers often find children entering school who do not speak well in either Spanish or English. During workshops parents are encouraged to use the language with which they are most comfortable when working with their children. (There are relieved smiles from the audience at this point. Evidently this is not what many of them expected to hear.) They are assured that a child who goes to school with a fluent oral language, even though he may begin learning to express himself in another language, is far ahead of the child who cannot express himself well in any language.

Suggestions for Planning A Workshop

1. Find a location: Miniworkshops (we usually consider ten people or less a miniworkshop) can be held in a home around the kitchen table as well as in the places used for larger workshops. Some location suggestions are school cafeterias, libraries and classrooms; buildings belonging to public service organizations; or maybe pavilions at parks.

2. Set the time and date: For us, either evenings or Saturday mornings have been the only times when we were free to hold workshops, as all of us work during school hours. The time you set will depend on the availability of your committee members and the wishes of those you are hoping to reach. In the future, the El Mago Committee hopes to train some parents to give these workshops themselves, especially the miniworkshops which require only a few people to conduct.

3. Begin advertising and inviting: Place ads concerning the workshop in the local paper, arrange for the school children who have preschool brothers and sisters to take home invitations to their parents, place posters about the workshop around the community, ask the local radio station to announce it, and call parents of preschoolers to invite them personally.

4. Decide on the activities that you will be using (see El Mago Areas for suggestions): Gather the materials needed for these activities. We believe in a "hands-on" workshop. This requires more materials because there has to be enough for participants to make the project being demonstrated

5. Begin making up materials packets: At the conclusion of each workshop we like to present each participant with a packet of materials. This usually includes a "Tips for Parents" leaflet, a bean-bag kit with some suggested activities for its use, a set of El Mago placemats, a Reading Is Power bumpersticker, a finger play booklet, some stick puppets to color and put together, the pattern for the frog puppet, the directions and pattern for the "feely" ball, various handouts on games and activities, a ball of play-dough, and, finally, a book which can be read to children or which contains additional ideas for the parents.

(In this handbook, the pages with letters are some of the things included in the materials packet.)

6. Decide on refreshments: We find that serving them right after people come in and register helps break the ice.

7. Make provision for small children who might be brought: We either let one of our members handle this (preferably in another room) or we hire someone to do it.

8. Arrange for an interpreter, if needed: We try to keep a bilingual person always on tap. We have had times when we had someone who was not needed, but that is much better than turning parents off because they couldn't understand what was being said.

9. Set up a workshop program: It might look like this:

Registration
Refreshments and Socializing
Welcome and Statements of Purpose
Introduction of Workshop Demonstrators
Demonstrations
Parent Participation Time
(Schedule enough time so that parents will be able to visit and work at more than one center.)
Group Question and Answer Session
Distribution of Materials Packet

The first time you have a workshop do not be surprised if only a half or a third of the people you were expecting show up. The next time there will be more and after that more yet as word gets around of the fun parents had. At one workshop we were surprised to see many of the same faces we had seen at a workshop a few months back. When we asked why they came again they replied, "Well, we enjoyed the first one so much we decided to come again. And anyway this time we can do something different then we did before.

El Mago Areas

Workshops are divided into six presentations. Each represents a developmental area, except language development which is divided into two parts. For your convenience we have included for each area a definition, its importance to reading, and some activities which can be used to develop it.

ME, MYSELF AND I
Developing A Positive Self-Concept

Definition: A positive self-concept is the awareness of one's identity and importance, and the assurance that one is a worthy, capable person.

The home has the greatest influence on the development of a child's self-concept because he develops his self-identity through experiences and attitudes expressed by parents, relatives, and playmates.

Children need to feel loved, wanted, and accepted in order to develop a positive self-concept.

Importance to Reading: A child's

concept of who and what he is affects his thinking, learning, and all his behavior.

A positive self-concept is important in learning to read because it gives the child a feeling of confidence and helps him to become an active learner. This develops the sense of responsibility and independence necessary in successfully maintaining attention to tasks required in beginning reading. A willingness to attempt something new will help the child to meet challenges with succes. Each achievement will enhance the childs feeling of adequacy. Success builds a positive self-concept and, conversely, a positive self-concept contributes to success.

Activities: A child's self-concept begins from the time he is born and continues to be influenced by the relationships he maintains with those around him. It is the quality of these relationships that determine his sense of worth and self-confidence. If a child feels loved, wanted, and accepted, then a positive self-concept will be developed. Developing a positive self-cencept is a continuous, integral part of all experiences throughout childhood.

The following guideline may be helpful for parents:

1. Let your child know he is loved and appreciated. You can say things like, "You did a good job of putting your toys away today."

2. Provide opportunities for him to be with other children from time to time. Invite his friends over to play.

3. Provide responsibilities suitable to his ability. Challenge but do not frustrate. Don't let your child experience failure unnecessarily.

4. Be consistent in placing limits on your child. Don't accept his behavior one time and then scold him for the same behavior another time.

5. Encourage your child. Enjoy his successes and be there to help when the going gets rough. When the mud pies break help him to make some new ones.

6. Provide many successful experiences for your child. For instance, when he is able to do very simple dot-to-dot pictures, get him a book of them to do.

7. As parents, try to demonstrate attitudes of gentleness, happiness, curiosity, and satisfaction and your children will likely follow your example. These can be simple things such as petting a cat, sniffing a flower, or hugging a baby.

8. Show respect for each individual child. The essential factor in acceptance becomes the awareness of and respect for individuality. Refrain from statements like, "Why can't you be good in math like your brother?"

9. Develop a positive feeling concerning personal and physical appearance. A child needs to be proud of his appearance. You can say things like, "My you look nice when you are all clean." Even toddlers can help choose what they will wear each day.

10. Give the child opportunites to seek independence. The desire to make decisions indicates a confidence

in ability and a willingness to take responsibility. If a child wants to make his own bed, let him; don't insist on perfection the first time.

11. Give the child opportunities to express his own ideas and opinions. Listen to him when he talks and ask what he thinks sometimes. Respect his answers.

12. Help your child to understand and accept emotions and the expression of them. When he becomes angry and hits out at others, help him understand why he feels the way he does and what might be a better way of expressing it.

13. Establish realistic expectations. A four year old might be able to spread peanut butter on his bread but not be able to open the jar.

References

Rogers, Norma, **How Can I Help My Child Get Ready to Read? An ERIC-CRIER - IRAMicromonograph.**

Savage, John F., **Toward the Development of a Positive Self-Concept.**

Yamamoto, Kaoru (editor), **The Child and His Image, Self-Concept in the Early Years.** *Houghton Mifflin Company, Boston, 1972.*

Let's Get In Focus

Definition. "Perception is a dynamic process of working on sensory data to produce perceptual objects and events." 1968 Yearbook World Book Encyclopedia, p. 564.

"Perception is a physical sensation interpreted in the light of experience." Webster's Seventh New Collegiate Dictionary, C and C Merriam Company, 1963.

Importance to Reading: Early experiences in perception development allow the child to apply the principals of closure (filling in missing parts) and context (demanding meaning in accordance with surrounding conditions) so vitally important in the development of reading.

Reading is bringing meaning to the context of the sentence or paragraph as well as demanding closure from the printed text. The reader, from past experiences, will demand constancy despite changes that occur in stimulation. While experiencing varied perceptual activities, the child at the same time has the opportunity of developing vocabulary. Familiar vocabulary words, whether oral or visual, are more readily recognizable as conveyers of meaning.

We all demand from experience closure of sound, rhythm and rhyme in agreement with the principle of constancy developed from experiencing this same principle through auditory activities, such as "Brown Bear, Brown Bear" (Sounds of Language, Holt, Rinehart and Winston, Bill Martin, Jr.) The child is further prepared to apply auditory discrimination skills in the perception of meaning-conveying variations as in the words "dig and pig," "Big and beg," "sat and sap."

The child with no acuity or with perception difficulties is less likely to experience difficulty in visual discriminating if he has had auditory perception experiences. Perception of size, shape, motion, and the relationship of space and time, is basic to development of the psychomotor skills.

Activities: Sorting Categories

Picture Cards

Materials: Cut pictures of objects from magazines, coloring books, newspapers, catalogs, and greeting cards: paste on 5 x 8 inch cards and label.

(a) Have the child match two or more of the same object cards.

(b) Have or point to a picture card of an item in the house and have the child match the picture card with the real item.

Collections

Materials: Egg cartons and objects to sort.

(a) Sort buttons by color, shape or size and put in the pockets of an egg carton.

(b) Sort collections of paper clips, bolts, screws, and rocks into the pockets of an egg carton.

Fabrics

Materials: Fabrics of different colors and textures to be sorted according to category.

Auditory Discrimination

(a) Clap out rhythms and have the child match them.

(b) Clap out a rhythm; repeat leaving out a beat, and have the child complete it.

Sequence Pictures

Materials: Cut pictures from comic strips or books.

(a) Have the child put the pictures in the order of a story line.

(b) Tell a story and have the child find the pictures of events in the story and put them in order.

Tactile Experiences

Sandpaper letters and numerals

Materials: letters and numerals cut from sandpaper.

(a) Match sandpaper letters or numerals to printed letters or numerals.

(b) Match upper case letters to corresponding lower case letters.

Feely Boxes

Materials: box or coffee can, construction paper, masking tape, sock, contact paper, and various objects which will fit into the box or can. These can be such things as a small rubber ball, felt mouse, thimble, ring, sponge, key or pencil.

Cut a hole large enough for a small hand in one end of the box. Tape a sock to the box so that it covers the hole. Cover the remaining surface of the box with contact paper. Place an object in the box and have the child put his hand through the sock opening and the hole so that he touches the object in the box.

(a) Have the child try to guess what the object in the box is from its shape, size, texture and weight.

(b) Have the child describe what the object feels like to another child and see if the second child can guess what it is from the description.

Feely Balls

Materials: fabrics of different textures and colors, foam rubber for stuffing. (see pattern and directions)

(a) Have the child feel the different pentagons and describe how they feel.

(b) Have the child name the colors of the pentagons.

References

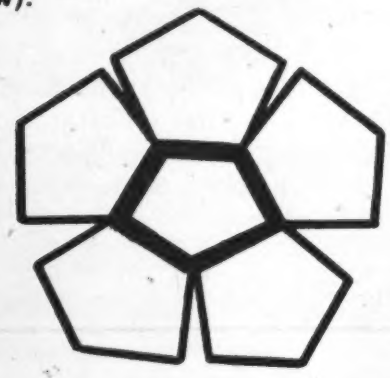
Getman, G.N. and J.W. Streff, **Mommy and Daddy You Can Help Me Learn to See.** The Auxilary To The American Optometric Association, Inc., 1973

Directions For Dodecahedron Or Feely Ball

Feely Ball

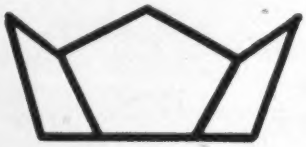
1. Using the pattern on the next page, cut twelve five-sided figures (pentagons), each figure from a different textured material.

2. Taking six of the figures, designate one as the center and then sew another figure to each side of the pentagon. Continue doing this until all five sides have another pentagon added (the figure will look like the one below).

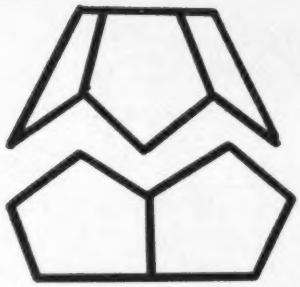


Heavy lines are sewn areas

3. Sew together adjacent sides. When finished your figure should have a cup shape.



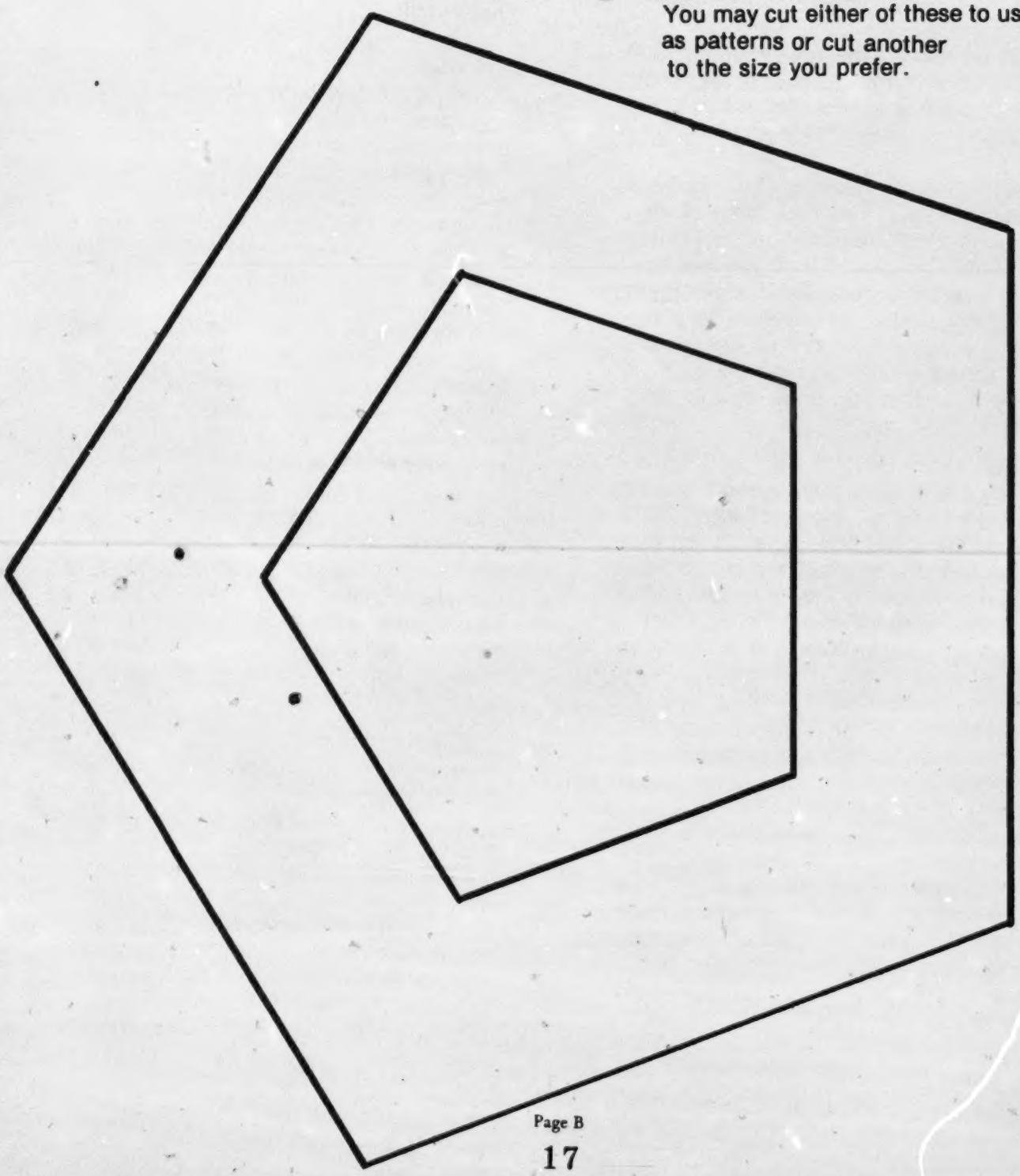
4. Repeat steps 2 and 3 for remaining six pentagons.
Sew the two halves together. Be sure each point is sewn into a "V" shape. Leave one or two edges open for stuffing and turn ball right side out.



6. Stuff and sew remaining sides together by hand.

Pattern For Dodecahedron Or Feely Ball

You may cut either of these to use as patterns or cut another to the size you prefer.



Hop, Skip And Jump

HOP, SKIP AND JUMP
Psychomotor Skills

Definition: The development and control of the muscles and the whole body in correlation with one's eyes are classed as psychomotor abilities.

Importance to Reading: It has been established in research studies that psychomotor development in young children influences their perceptions. Those children who have weaknesses in psychomotor development may also have problems with the development of language skills and self-concept, as well as with learning the skills needed for reading.

Good motor development and performance is essential in making the most efficient use of the intellect. Child development studies have shown that the sequential development of the child is a step by step process. Some people believe that if a child skips a stage of development he is likely to experience difficulty in motor, visual or perceptual areas. A child needs to face situations that require him to perform or he will not learn the basic patterns necessary for normal development.

Opportunities for children to do this very necessary experimentation are decreasing. Even simple activities such as crawling through barrels, climbing trees and walking fences are not readily available to children in large cities or in housing developments. More and more children are coming to school without required perceptual-motor skills. Parents need to know this and be alerted to ways that will help their children acquire these skills.

Activities:

Crawling Allow baby plenty of time and room to crawl and move around the house. Children need to learn by feeling and seeing. Give them plenty of opportunities for this. Plan certain times in the day for the baby to crawl and explore. Later on, set up an obstacle course for him to crawl through - around stools, under chairs, and through boxes.

Balance Have children practice balancing in various positions: hand--knee, knee-foot, knee-elbow, knee--only on both sides.

Have children practice walking on a tape stretched on the floor: heel to toe, with book balanced on head, backwards, carrying objects in both hands, and with eyes closed. (It's good to have a child demonstrate these at workshops.)

To evaluate a child's balance, the teacher or parent may simply ask him to stand on one foot and determine if he can maintain the position for more than six seconds. If he can accomplish this initial task, ask him to maintain a one-foot stand while keeping his arms folded across his chest. If this can be done for more than four seconds ask him to balance, arms unfolded, on one foot with his eyes **closed**. If a child can maintain this position for 15 seconds it is probable that work in balance is not necessary for him.

Rolling From a prone position, with arms overhead, have the child roll from back to stomach. He can do sequential rolling to the right and left, roll down an incline, and do somersaults forward and backward.

Jumping Start by having the child jump a rope lying on the ground; then wiggle the rope. Swing the rope in a semi-circle and have the child jump each time the rope is down. Swing the rope slowly and time it to the child's jump. Swing the rope in a circle, timing the child's jump to help him succeed.

Other jumping activities are: the high jump, broad jump, and hopscotch. (see activities using old tires)

Catching Start by rolling a large ball and having the child catch it. Increase the distances of the roll.

Bounce the ball to the child. As he gains skill in catching it, inorease the distance of the bounce and the arrival height.

Throw the ball underhand to the child from a short distance. It should arrive at chest height. As he gains skill, increase the distance of the throw.

When he can catch a large ball successfully, begin using a smaller one.

Play games, have relays, and do stunts with balls.

Throwing Have the child start throwing the ball with an underhand toss. Gradually increase the distance he is throwing as his accuracy improves.

Sponges or bean bags may be used instead of balls. (see list of bean bag activities) Some underhand toss activities are:

See how close he can come to a line or floor marker.
Throw through large holes into a cardboard box.
Throw through the large holes of a target.
Have a ring toss.
Throw horse shoes (rubber).
Toss paper wads into a wastebasket in the corner or into a 5 gallon ice cream carton.

After mastering the underhand toss a child is ready to learn to throw overhand. He will have to develop the proper release time for the ball and learn to keep his eye on the target. Some overhand throwing activities are:

Knocking over stacked milk cartons.
Throwing into a basket placed first on the floor, then on a chair.
Throwing through a box which has had its bottom removed.
Throwing at fixed targets or bull's-eyes.
Throwing at hanging targets such as paper bags, tires, hoops, balloons, or a clown's face with an open mouth.

Visual Tracking The ability to follow or track objects and symbols with coordinated eye movements is very important. Visual rhythm is necessary for sustained reading. Studies of eye movements show that there is a definite rhythm to visual fixations during the reading process. Activities built around a suspended ball help the children develop basic

motor and visual coordination and rhythm. (A ball may be suspended on a rope from a pole.) Some activities using a suspended ball are:

Have the child follow the ball with his eyes as it swings through space in a perfect rhythm. The child should not move his head.

Have the child attempt to touch or catch the ball swinging directly in front of him.

Watch and then touch the ball as it swings from left to right in a line perpendicular to a line passing across the child's shoulders.

Watch and then touch the ball as it swings in a lateral line.

Watch and then touch a ball that is swinging in a circle in front of the child.

Watch and then attempt to touch or catch a ball that is attached directly above the child and is swung in a large circle completely around him. Have the child lie on his back and observe the ball as it swings in various pathways.

References

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Play-N-Talk And Behind The Scenes

Language Development

Definitions: Language development concerns itself with aural-oral literacy, the basis of manual-visual literacy. The objectives of language development are to help a child use and understand his language, to enable a child to express himself confidently, to help a child gain concepts and understandings of the world around him, and to assist a child in using language appropriate to the activity in which he is engaged.

Importance to Reading: Reading is influenced by the child's early experi-

ences and interactions with others. Continued development depends on previous experiences. The richer, more diversified and numerous these experiences are, the greater their influence.

As a child's store of concepts increases from direct experiences, he then can begin to develop concepts from vicarious experiences, such as listening and reading stories, looking at pictures, and participating in conversations. Being able to use and understand language is a vital requirement for success in reading.

Activities: Play-Talk.

Baby

1. Talk to your child when you dress, feed, or bathe him. He may not be able to "talk back" but this is the beginning of experimenting with the sounds he hears. Connect the talk with what you are doing. If you are putting on his clothes, for example, talk about the clothes.

2. Let your baby hear as many different sounds as possible, such as the ticking of a clock; music from the radio, record player, or your singing; animal noises; rain; people talking, laughing, or moving about; and engine noises. Talk about these sounds and how they are made.

3. Use gestures with words to help your child better understand what the words mean. For example, wave as you say "bye-bye."

4. Play imitation games such as "Pat-A-Cake," "This Little Pig," and "Peek-A-Boo."

Toddler

1. Talk aloud, when your child is nearby, about what you are doing and what you hear, see and feel. Let him hear that there are words to describe all sorts of activities and feelings. As you hang clothes to dry, for example, you can talk about the clothes, how they feel, what will happen to them on the line, and the things necessary to hang them.

2. Let the child try to identify the sources of the sounds he hears and their locations. Examples of these would be identifying and finding an open faucet when he hears water running or identifying the hum of a vacuum cleaner and finding it.

3. Give the child simple directions to follow, such as, "Get me the newspaper, please."

4. Give the child simple messages to deliver, such as, "Please tell Daddy that supper is ready."

5. Play "Follow the Leader." This can be done in conjunction with everyday activities. As you sweep you can say, "Do what I do."

6. Collect large, brightly colored pictures of things which are familiar to the child. Make a scrapbook of things.

Have examples of these books for workshops. Let parents see how newspaper can be used as filler pages and to provide a background for the bright pictures.

7. Take the child to a variety of places and talk to him about what he sees, where he is, and the things you are doing there. Places the child may enjoy visiting are; stores, the airport, train station, bus terminal, zoo, museums, fairs, carnivals, friends, relatives, the country, the city, and the park.

8. Read frequently to the child and share the pictures with him as you

read. (During workshops encourage parents to read dramatically and demonstrate effective techniques for oral reading.)

9. Use toy telephones for conversations. Children will often express inner feelings and emotions with objects that they won't with people. Toy telephones can also teach telephone manners.

(For a workshop you may want to have a sample home-made telephone and the directions for making it)

toilet tissue receiver
milk carton opening in which to talk
string
dial made of cardboard and put on with a brad so it will turn.

10. Use a flannelboard for telling stories or experiences. The pictures can be made by the parent or child or cut from books and magazines.

(For workshops, have a homemade flannelboard with directions for making.)

Nursery

1. Help your child tell stories. Use magazine pictures to make up stories or let the child tell the story of a book he has heard.

2. Find objects and pictures that are related and help him discriminate among them. For example, find pictures of dogs and then tell how they are different—big, little, spotted, black.

3. Provide opportunities for your child to play with other children.

4. Take your child to visit the library and help him choose books.

5. Let your child help around the house. For example, even though his dusting is inferior to yours, it gives him a feeling of importance and helps him in assuming responsibilities.

6. Let the child sort objects into categories. You can do this as you go through normal household routines. When putting away clothes, let him sort them by kinds, colors, textures, or by to whom they belong.

(During workshops, remind parents that this type of activity can be used when putting groceries away, when cooking, and when sewing.)

7. Let the child make his own puzzles by pasting a picture on heavy cardboard and then cutting it into pieces.

8. Make-believe mail can be posted in toy mailboxes. Concepts such as in, out, to, and from can be developed.

(For workshops, have on display a sample homemade mailbox made from a shoebox.)

9. Have old clothes in a place where the child can play dress-up. This encourages creative play, role-playing, and expression.

10. Play a "What Is Missing?" game. Place five or six objects before the child. Have him close his eyes while an object is removed. When he opens his eyes, have him tell what is missing.

A variation of this game is to show the child a picture, have him close his eyes while you cut something from the picture, and then open his eyes and tell what's missing.

14. Talk as you shop. You might say such things as, "Which cereal do you like best?" "What vegetables shall we buy today?" "Can you help me find the milk?"

15. Begin making experience books with labels. This can later be extended to making them with sentences. You may want to make the booklet in a shape, such as a barn for a farm story, or round for things that are round.

(Have some examples of books done by children of nursery age to show parents who come to workshops. These should reflect the language stages of children - labeling, labeling with descriptors, and complete sentences. Have material available for making these books. Remember that newspaper can be used, because crayon and paint pictures will stand out and the words can be printed with crayon in large print.)

16. Let the child listen to and learn nursery rhymes, poems, and songs.

(Have copies available of nursery rhymes, poems, songs, and finger plays to be given to the parents who attend your workshop.)

17. Make and play this Spinner Game.
The board is cardboard, as is the attached spinner which is fastened in the center by a brad.

In each section place a shape, a color, a picture, or a concept such as beside, under, over, between.

To play the game the child spins the spinner and then tells the color or shape or describes the picture or the concept of the section on which the spinner stopped.

(Have a spinner board made from materials found in the home to display at workshops. You may also want to provide materials so that parents can make one to take home with them.)

18. Talk about pictures from magazines. Ask things like, "What colors do you see on this page?" The child can ask you the same question about another page.

Demonstrate this.

19. Mix up a series of pictures from comic strips, old storybooks, or one of the child's own experience stories. Help him put them back in the proper order and retell the story.

20. Let the child cook. With a little help he can make sandwiches, nobake cookies, jello, pudding, and candy. He can even make his own recipe book or box.

(A demonstration of child cooking will interest workshop participants and help prove to them that it is possible. Recipes suitable for children should be provided for parents to take home with them.)

Activities: Behind the Scenes

Playing with puppets can be vital language experience for children. It gives them a chance to project themselves into the characters of their puppets. Many children are more comfortable speaking through puppets and hiding perhaps behind scenery than they are when they have to speak to others directly.
Play with puppets can begin at an early age. It is more meaningful to the child when he creates his own puppet. He should be encouraged to do this in accordance with his age and abilities.

Baby

Babies love dolls. Both boys and girls should have a doll to manipulate. It is interesting to note that the word puppet comes from **puppa**, meaning doll.

Toddler

A toddler (ages two and three) is old enough to help in the creation of his puppet. At this age that may mean coloring or perhaps pasting.

1. Finger puppets: Make a ring which fits the child's finger. Glue a face or a figure to the ring. These may be pictures cut from magazines and then backed with a heavier paper or cardboard.

2. Paper bag puppets : A face can be drawn or pasted on a paper bag. The mouth opening should be on the fold of the bag so that the underside of the fold is the inside of the mouth.

3. Glove or mitten puppets: Use an odd glove or mitten to decorate as a puppet. Decorations can be colored on, sewn on, or cut out of iron-on tape and ironed on.

4. Hand puppet: These are made of material and fit over the entire hand. (See the pattern and directions for making a frog.)

Preschool
By the ages of four and five, a child will be able to do most of the creating of his own puppet. He will still need help with things requiring small muscle coordination, however.

1. Paper plate puppets: Fold a paper plate in half. The inside of the fold becomes the mouth. Faces may be drawn, and legs and arms cut from construction paper and pasted on. Paper plates lend themselves especially well to the construction of puppet monsters. Pipe cleaners can be used as antennas.

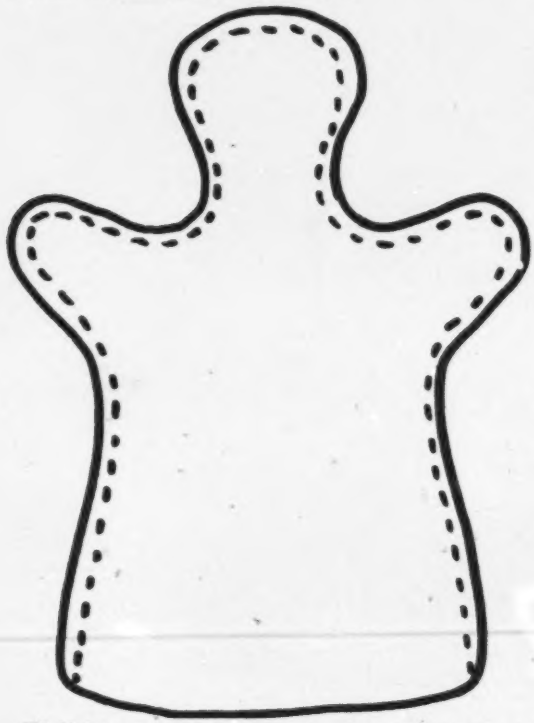
2. Stick puppets: A stick puppet is made by simply attaching a picture to a stick. The stick may be a dowel stick, a one inch wide plywood stick, a tongue depressor, ice cream stick, pencil, yardstick, or broomstick. Pictures may be cut from magazines, coloring books, or from the child's drawings. The puppets are manipulated by moving the stick up and down or from side to side.

3. Puppet: Invert a paper cup and draw a face on it. Yarn can be glued on for hair.

4. Mr. Eye Glass Puppet: Start with a paper cup which has a handle. Open the handle flaps so that they look like a pair of eye glasses. Draw an eye inside each of the handles. Don't forget eye lashes and eye brows. Draw a mouth. Push a pencil or stick through the bottom of the cup in order to manipulate it.

5. Soapie: Cut a pattern from paper, remembering to make it large enough to

fit your child's hand after the seams have been sewn. Fold a terry cloth towel in half, pin the pattern and cut. Sew the two pieces together, leaving the bottom open as indicated in the illustration. Hem bottom edge and turn the puppet right-side out. Draw or sew a face and other desired decoration.



Children can use their soapie instead of a washcloth at bathtime. It's fun and also easier for small hands to manage.

6. Stuffed sock puppets: a sock may be stuffed with cotton or old hosiery and then tied securely around a tube, such as a toilet tissue tube. Features may be drawn or sewn on the sock.

7. Shadow puppets: Shadow puppets are simply flat figures cut from stiff paper, such as the cardboard from discarded cereal boxes. Attach the puppets to sticks. Manipulate them in front of a bright light which is beaming upon a wall or sheet.

8. Bunny puppet: Fold a square of paper diagonally in half and then in half again (figure 1). Draw a face in the folded corner. Cut through all thicknesses as indicated by the dotted line. Front flaps are the ears. Fold the back flaps down, two on one side and two on the other (figure 2). Hold the corners of the back flaps, pull, and watch the action.

action. figure 1

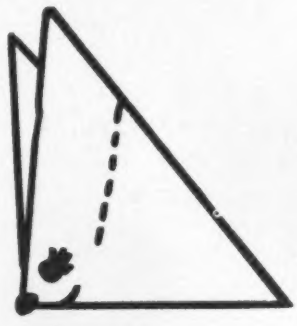
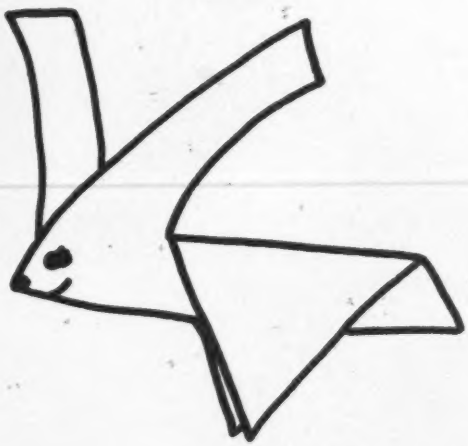


figure 2



9. Box puppets: Use cereal boxes or milk cartons for box puppets. Close the open end of the box. Cut the box through the middle on the two sides and back, leaving the front uncut to act as a hinge. Decorate the box. To manipulate, fit the fingers into one half of the box and thumb into the other half.

10. Egg carton puppet: An egg carton can turn into a caterpillar. Cut the carton so that four to seven sections are still attached to one another. Paint and decorate. Pipe cleaners may be used for antennas.

Staging for puppet plays: Puppet plays do not need elaborate staging; in fact, a simple stage is the best.

1. Cut a window in a large cardboard carton. The puppets are operated from underneath the window.

2. A shoebox can be used as a stage for small puppets.

3. A card table turned on its side can be used as a stage. The children sit behind the table and manipulate their puppets above the edge.

4. A bed can be used as a stage. The audience sits on one side while the puppeteers sit on the floor on the other side manipulating their puppets above the edge of the bed.

5. A table with a sheet covering the front and sides may also be used as a puppet stage.

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Activities With Tires

Old tires are easy to obtain, are inexpensive, and for the most part can be used in any spare corner indoors or out. A variety of activities can be done with tires, ranging from very simple to those which challenge the physically adept.

Tires Lying Flat On the Ground (Secure to the ground for added safety)

1. Weave patterns while running around the tires.

2. Walk backwards making various patters around the tires.

3. Walk around the rims of the tires.

4. Walk or run, stepping in and out of the tires.

5. Walk or run, stepping from one tire to another.

6. Skip around the tires making patterns.

7. Jump into the tire.

8. Stand in the tire and then try jumping out in various directions.

9. Stand in a tire and jump upward.

10. Jump in and out of a tire using various rhythms.

11. Stand astride the tire and jump upward clicking heels together.

14. Stand in a tire and jump from tire to tire, increasing distance gradually.

15. Run and jump to land in the tire in a crouching position.

16. Start in one tire and jump from tire to tire.

17. Hop in and out of one tire continuously.

18. Take a press-up position with hands on the tire, then walk around the tire with hands and feet.

Tires Hanging By A Rope From A Tree Or Frame

19. Climb through the tire.

20. Sit in the tire and swing.

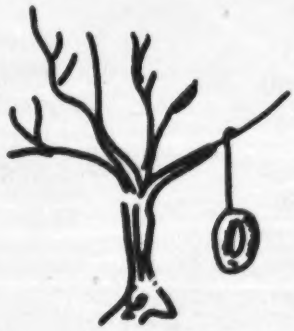
21. Stand on the tire and swing.

Additional Suggestions

22. Roll the tire to a partner who jumps over it with legs astride.

23. Stand the tire and spin it.

24. Toss beanbags into the tire.



Beanbag Activities

DEFINITION: Bean bag: two peices of serviceable material sewn together and filled with small dry beans of various weights.

OBJECTIVE: Use the bean bag as a means of developing visual-motor integration of projection into space.

LOCATION: Indoors or outdoors.

MATERIALS: Bean bags of at least three different weights.

ACTIVITIES:

1. Throw the beanbag back and forth. In the beginning have someone who is able to control his throw work with the child.

2. Throw the beanbag back and forth and change the distance the bag is thrown, i.e., one step backward, one step forward, etc.

3. Throw two equal-weight beanbags back and forth simultaneously.

4. Throw two beanbags of different weight back and forth simultaneously.

5. Throw beanbags back and forth while having the eyes fixed on a stationary point.

6. Throw a beanbag back and forth at a steady rhythm. Call out, "1, 2, 3, 4."

7. Throw two beanbags back and forth at a steady rhythm.

8. Introduce a variety of rhythm combinations. 1-2-3-4-pause....throw 1-2-3....pause 1-2-3-4-....2-3....etc.

9. Throw beanbags through nigh targets.

10. Throw beanbags through low targets.

11. Repeat the above exercises, throwing the beanbag overhand one time and underhand the next.

12. Throw the beanbag at the child. As you release the bag call out "right" or "left" or "both." The child is to catch the bag in the hand called.

13. Combine the above activities with the walking beam and balance board.

14. Call out "high" or "low" or "right" or "left" and then throw the bag where you called.

15. Call out combinations as "high and right" or "low and left" and then throw the bag where you called.

16. Throw the beanbag and have the child call out "high" or "low", etc., according to where you threw it

17. Throw combinations and have the child call out "high and right", etc., according to where you threw it

18. Have the child stand in one spot and throw the beanbag at a stationary target such as a pail or wastebasket.

19. Move the target from place to place and from right to left.

20. Have the child look at the target and then close his eyes. With his eyes closed have the child throw the beanbag at the target. Uncover his eyes and let him see where it landed.

Directions And Pattern For Frog Puppet

This puppet is very sturdy if made of felt, but you may use any material you have at home.

Directions for assembly:

1. Cut pattern pieces: 1 front piece, 1 back piece, 4 hand pieces, 2 oval eye shapes, 2 eye circles

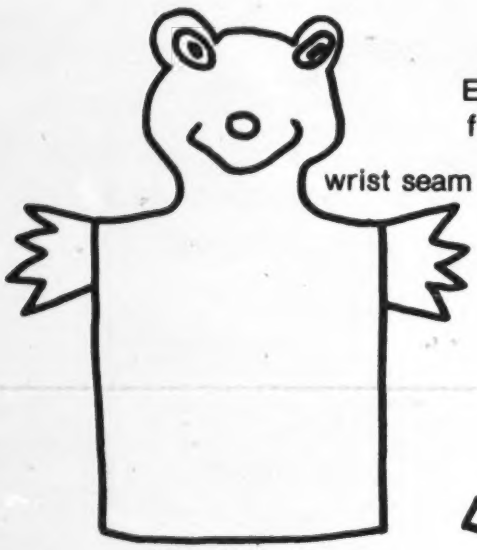
2. Sew eye ovals and circles onto front piece.

3. Attach nose to front, using a pompom or yarn. Sew on mouth.

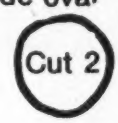
4. Make seam at wrist by sewing one hand piece to each side of front. Do the same for the back.

5. Join front and back by sewing around the puppet, leaving the bottom open for the child's hand.

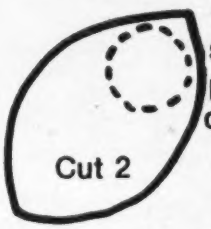
Finished Puppet

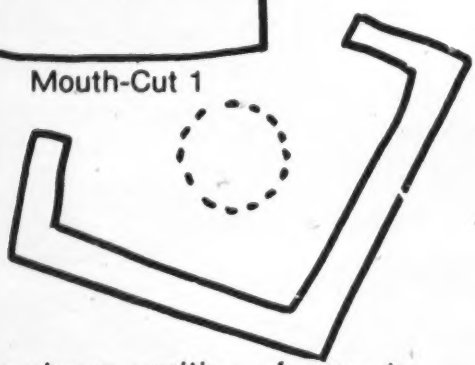


Eye circle which fits inside oval

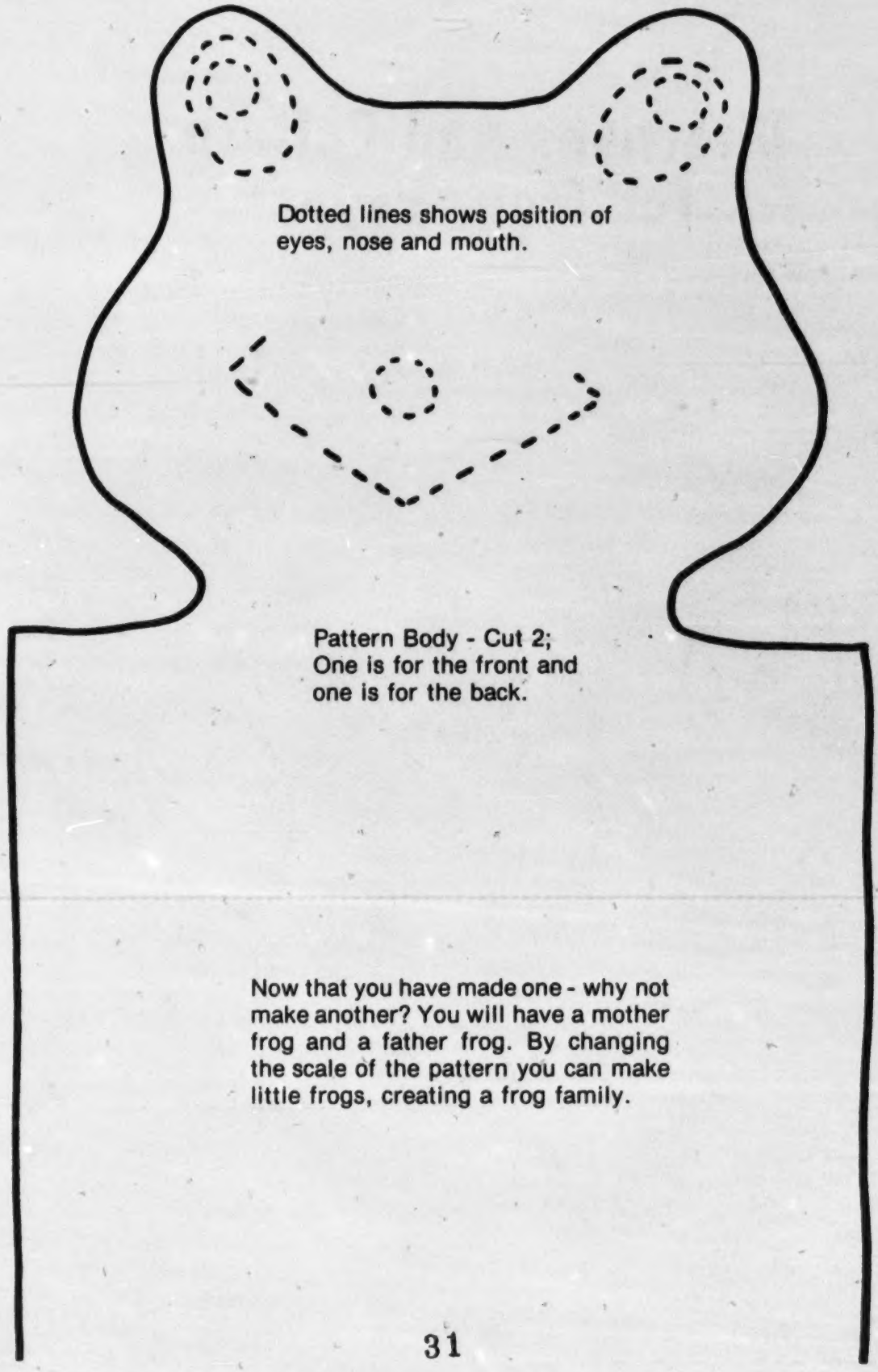


Oval for eye





Dotted line shows position of nose to mouth



Dotted lines shows position of eyes, nose and mouth.

Pattern Body - Cut 2;
One is for the front and one is for the back.

Now that you have made one - why not make another? You will have a mother frog and a father frog. By changing the scale of the pattern you can make little frogs, creating a frog family.

Messin' Around

Creativity

Definition: Creativity is discovering new ways of experiencing various activities. It heightens the child's awareness and responsiveness to the rich physical environment which surrounds him. It also furthers the capacity to think in an original, fresh manner.

Importance to Reading: Creativity enables the child to resolve, examine, and clarify ideas and concepts about which he is learning. Originality of ideas, independence, confidence in his own resources, freedom to express personally meaningful ideas and feelings, acceptance of the self as unique and valuable, and clarification of ideas and concepts are fostered by creative activities.

Activities: Children can be happy with just a mud hole, some water, a shovel and a bucket. We need to provide and introduce a balance of planned experiences for children. Some ideas for planned activities are: water play, clay and dough, fingerpaints, painting, woodworking, and cooking.

When dealing with very young children, one should be aware that they will be concerned mostly with exploring and experimenting with the materials. In this case, it is important to begin with just essentials, crayons or one or two colors of paint with plain paper, clay or dough, one type of object to use with paste and paper. Activities should be kept simple and free from distracting and confusing supplementary materials. Begin with simple, basic materials for each activity, then, in time, add more variety.

When providing art activities for children, keep the following things in mind:

1. Avoid making models for children

2. Avoid asking the child what he is making. He is expressing himself. The process is important, not the product.

3. Avoid comparing one child's work with another and passing judgment. A child is pleased just with a comment on the bright colors used in his picture or the enjoyment he exhibited while working.

4. Allow the child to explore and experiment with the materials in his own way, with the least amount of adult direction.

5. Children love to "mess" and derive much relaxation and pleasure from these sensory experiences, so set the activity in an area where the child can be free to "mess." After the child finishes he should help clean-up.

6. Encourage creativity by providing "plain" paper for children to use. Manila, newsprint, and construction paper are the best for most activities. Children like large pieces of paper.

7. Large painting brushes are easier for pre-school children to use.

8. Children like bright colors.

9. Men's shirts with part of the sleeves cut off can be used for aprons. They make a fairly efficient cover-all if they are put on the child backwards.

Painting

Paints may be mixed with different ingredients to suit various needs. Soap (not detergent) is added to make paint easier to wash out as well as to help it adhere to slick surfaces, such as glass or cellophane. A mixture of 1 part powdered paint 2 parts soap (Ivory) and 2 parts water works well. Condensed milk gives a glossy effect.
Provide plenty of long-handled brushes.

Remember that glossy paper will "take" the paint differently from newsprint, which tends to absorb colors. The three basic colors of red, blue, and yellow are sufficient for beginners. Black and white may be added later. Use plenty of pigment to provide bright, clear colors.

Fingerpainting

Fingerpaint provides an experience of satisfaction and enjoyment for the child. It also gives him an opportunity to express and release emotions.
Fingerpaint can be altered by adding one or more colors, by adding rice or wheat to give textures, or by adding crepe paper confetti. You may want to let the child add his own color, rice or wheat.
Fingerpaint may be used on a wet table top with wet butcher paper, or it can be used on a smooth table top without paper. If the child fingerpaints on the table top, the paint can be blotted onto plain or colored paper to make a picture.
A large mural may be made by covering a large area of the floor or wall with butcher paper and then fingerpainting.
Fingerpainting can be done on formica coverings, tile surfaces, and linoleum.

Recipes:

1. Soapflake fingerpaint: Add soap flakes to a small amount of water and beat with an egg beater. Color with food coloring. (Soap flakes work better than detergent.)
(For workshops we use a mixture of 1 cup laundry starch, one cup cold water, 3 cups soap flakes (Ivory Flakes), and food coloring. This can be stored in a plastic container.)

2. Cooked starch and soap flakes paint: Boil 7 cups of water. Mix 1½ cups of starch with enough cold water to make a smooth paste, then add to the boiling water and cook until glossy. Remove from the heat and stir in 1½ cups of soap flakes while the mixture is warm. When cool, either food coloring or powdered paint may be added.

3. Liquid starch fingerpaint: Pour liquid starch on a wet surface and add the desired amount of food coloring. This fingerpaint may be mixed directly on the paper or table.

4. Cornstarch fingerpaint: This fingerpaint consists of 8 parts water, 1 part cornstarch, and food coloring. Bring the water to a boil and color it slightly darker than the desired paint. Dissolve the cornstarch in a small amount of warm water, and gradually add to the boiling water, stirring constantly. Bring the water and cornstarch mixture to a boil. The paint will thicken slightly as it cools.

Crayons

Crayons are of less value than paint as a creative material for young children because they must work harder to make the crayons do what they want them to do. Paint flows easily in

response to the child's free arm movements, but crayons must be pushed with small finger muscles which are less well developed.

Small children should be given the large size crayons and large newsprint or manila paper when working with this medium.

Scissors and Paste

Scissors should not be given to children who cannot make them work easily. Although some four-year-olds can manage cutting without too much frustration, most small children do not have enough control over the small muscles of their fingers to make scissors cut what they want.

For pasting activities, children who are not yet ready to manage scissors can be given already-cut paper shapes or bits of various kinds of scrap materials for creative arrangement on a large piece of paper.

Clay and Play Dough

Clay activities offer many rewarding satisfactions for children. Children should be provided with all the clay and working space they need. Dough objects can be air-dried and painted if desired. Coloring can be added to the clay to give variety.

Recipes:

1. El Mago Workshop play dough: For workshops we use this play dough recipe because it requires no cooking. After mixing the dough during a workshop we give each participant a ball of it in a small plastic bag to take home with him.

Mix 3 cups of flour and 1 cup of salt. Add food coloring to 1 cup of water and 1 tablespoon of oil. Gradually add the water and oil mixture to the dry ingredients. If the dough is too stiff add more water; if too sticky, add flour.

When working with children, let them help with the measuring and mixing.

2. Modeling "goop": Mix 2 cups of table salt and 2/3 cup of water. Cook for 4 or 5 minutes while stirring. Remove from heat. Mix 1 cup of corn starch with ½ cup of water. Stir until smooth and then add to the salt water. Return the entire mixture to the heat and cook until smooth.

"Goop" may be stored in a plastic bag until used. It will not crumble when dry as some clay products tend to do when unfired.

3. Craft clay: Mix 1 cup of corn starch, 1¼ cups of water, and 2 cups of baking soda (1 lb. box). Cook ingredients until they have thickened to a doughlike consistency. When cool enough to handle, turn the clay out onto a pastry board and knead. Cover with a damp cloth or keep in a plastic bag.

Craft clay is good for making plaques and other models which are to be painted when dry.

4. Cooked play dough: Mix together and cook over medium heat 1 cup of salt, 1 cup of water, and ½ cup of flour. Remove from the heat when this mixture is thick and rubbery. It will be less sticky after it cools, but more flour may be added if it is still too sticky to work well. Store dough in an air-tight container.

5. Salt dough: Mix 4 cups of salt and 1 cup of corn starch with sufficient water to form a paste. Cook over medium heat, stirring constantly.

This is not sticky like flour dough and will not get moldy because of the high

salt content. Coffee grounds, sand or corn meal can be added to provide texture and variety. The hardened dough mixture may be painted.

6. Baked dough: Mix 2 cups of salt, 1 cup of flour and 1 ⅔ cups of water. Cook over medium heat until thick. Pat the warm dough around the outside of juice cans, tuna fish cans, or other sized metal containers. Beads, rocks, peas, macaroni, buttons, and scrap materials may be pressed into the dough. Bake one hour at 200 degrees.

Cooking

Encounters with food are among the most significant in a child's life. It seems logical to draw upon this knowledge and interest. Cooking activities can provide a broad base for discussion, writing, and reading.

The recipes selected present opportunities for maximum contribution and preparation by the child himself. Most lend themselves to preparation from scratch so that the child can see how and where foods come from. Others were selected for variety in new tastes, nutrition, flavors, and textures. The child should be encouraged to do as much as possible measuring, cutting,- breaking eggs, tasting, and, of course, cleaning up.

Recipes:

1. Vegetable soup: Discuss vegetables (where they come from, how they grow). Ideally the child would have his own vegetable garden and use vegetables from it, but this is usually far from the existing situation. Have the child clean and prepare the vegetables and put them into the pot which has water and a stock base. A handful of alphabet noodles can be added.

2. Butter: Shake whipping cream in a jar until butter is formed. Rinse with water and press out excess milk with a spoon. Serve sweet or salted on bread, crackers, tortillas, or rolls.

3. Lemonade: While at the grocery store, let the child pick the lemons to buy. At home let him squeeze them and help with the measuring and mixing.
Dissolve ½ cup of sugar in ½ cup of hot water. Add the juice of 4 lemons, 4 cups of cold water, and a tray of ice cubes. Stir.

4. Vanilla ice cream: Scald 4 cups of milk, then add 2 cups of sugar and ½ teaspoon of salt. Stir in 2 quarts of cream and 4 tablespoons of vanilla. Cool. Pour into a hand operated ice cream freezer and pack with ice and rock salt. Let the child take turns turning the crank.

5. Peanut-Butter logs: Melt an 8 oz. package of chocolate chips over low heat. Remove from heat and add ½ cup of peanut butter. Stir in 3 cups of **Cheerios** and pour into a buttered pan. When cool, cut into squares.

Water and Sand

Water and sand are important play materials for young children. They have only to see a sand box, a puddle, a fountain, a hose, a pail of water, or a sink of water and they immediately want to play.

Any use of water, whether just filling the sink with soapy water or having a pre-planned water play activity, can provide a most enjoyable sensory experience. Some water play activities are soap play, washing dolls, doll clothes, dishes, or pots and pans, beating soap suds with an egg

beater, sailing boats, floating and sinking objects, experimenting with sponges, mopping floors or tables, and blowing bubbles.

Some experiences with sand or dirt that children enjoy are making mud pies; gardening; digging; and playing with cans, pans, spoons, cars, and trucks.

Woodworking

Woodworking allows the child to be creative and constructive, while at the same time providing an acceptable outlet for the release of aggression. Some preschool children may be satisfied with hammering nails into a board while others may want to construct something.

It is best to buy real, scaled-to-size tools, which are more durable than toy tools. A hammer and nails are fine with which to start. The nails should have large heads, as small nails are hard for most preschoolers to handle. Saws, screwdrivers, a vise, and a drill may be added as the child gains skill.

A table or workbench should be provided for the child in an area where he can work freely and yet be supervised.

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WHO DOES THE WORK ?

Anybody you can lure into doing it! This is perhaps a trite and callous answer, but sometimes, unfortunately, it will seem to indeed be the case.

Our experience has been that those of us who felt strongly enough about education for the parents of preschoolers to form the group, are the ones who are still the most involved and do most of the work. In fact, members of the committee have been heard to mutter, "The only way to get away from the critter (El Mago) is to die!"

All new members of the Cochise Area Reading Council are invited to become a part of the El Mago Committee and we have acquired some members this way. But active membership in the committee numbers a dozen most of the time. Therefore, we often have to find additional help. The problem is compounded by the size of the area we are trying to serve.

Members of the Cochise Area Reading Council who are not on the committee are often asked to help. They lend assistance in making dolls, balls, and things that we use in fund raising. They lend a helping hand when we are holding workshops or meetings in their towns.

Parents who have attended workshops often are willing to help. One mother made shells for the bean-bag kits that we needed for a workshop. Others have invited us into their homes for miniworkshops.

Our families and friends are often drafted as workers as are our fellow teachers and administrators. The children in our classes at school have helped stuff give-away kits and staple papers.

Committee members are the ones who will do the research, write the literature, plan activities, give the workshop demonstrations, explain the program to interested groups, conduct the fund raising projects that make everything possible and do most of the rest of the things that make a group such as this a success. However, a very important thing to remember is when you need help, ASK! We have found that most people are willing to help if asked to do a specific thing in an area in which they feel competent.

HOW DO YOU RAISE THE MONEY

After a parent education committee has been formed and its specific goals set, the problem of financing these goals arises. First, the organization should register with the Internal Revenue Service as a non-profit venture. As a non-profit organization you may not sell things, although donations may be received (receipts should be issued to the donors). It is legal, however, to solicit financial backing to offset the cost of materials

Earlier in the handbook we mentioned that one method we used for raising money was to offer learning dolls and feely balls for a donation at the county fair. We have also raffled them. Another item also previously mentioned was bumper stickers.

Let us consider some other sources of funds and services.

1. **Schools**

Title funds: Title funds may be used by local school districts to sponsor workshops for parents.

Meeting locations: Local school districts will often make classrooms and other facilities available for workshops and meetings. There will probably be no fee, or a nominal one, for an educational group of this type.

Printing: High school print shops may be able to offer free services for printing brochures and pamphlets. You will probably be asked to provide or pay for the paper used. Multilith machines and mimeograph machines may be available, also.

2. **Civic Groups**

Civic groups in a community are often anxious to help with educational projects. Contact the president or program chairperson. Explain your project and ask to be invited to be on their program. Go to the meeting prepared with background materials and visual aids. State definite reasons why they should provide funds and specify how much money is needed.

These groups usually follow through on projects like this. Be prepared to be invited back to tell how the project went.

3. **Local Businesses**

Local business persons will sometimes contribute to educational endeavors. Again, state what you are attempting to accomplish, how you intend to do it, and how much money you will need. If the business has a product that you need, ask for it instead of money.

4. **Contributions**

When workshops are given for other councils, cities, or PTA groups, you may want to ask for a donation to cover the cost of materials used.

SOME CONCLUSIONS

The care and feeding of a Committee for Preschool Parent Education is an on-going process taking a lot of hard work, time, and effort on the part of every person involved--not only the committee members, but all their friends, relatives, and others who help along the way.

The compensation for all this effort is not monetary! The friends made, the ideas gained, and the happiness of a parent-child relationship are satisfying rewards.

Somewhere the child is growing who may write the novel that will stir men's hearts to nobler issues and

commit them to greater deeds; a child who may paint a picture or carve a statue; a child who may deliver his country in an hour of peril; the child who may give his life for a great principle. Such a child's life might be touched by a program like this.

Gather your colleagues and your courage and begin a parent education committee of your own.

We would like to hear from you as you go along--your problems, your failures (yes, we had some, but we learned from them), your successes, and your new ideas.

We can be reached through either of the following addresses:

El Mago Committee
The Reading Center
Carlson School
1132 12th Street
Douglas, Arizona 85607

El Mago Committee
Box 497
Benson, Arizona 85602

GOOD LUCK!

El Mago